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ABSTRACT

A project was conducted to adapt and apply a model to train counselors in techniques that combine the principles of peer counseling and career counseling. The effectiveness of this model was studied by monitoring the applications of those techniques by the participating counselors in their counseling settings. Thirty counselors participated in a sixteen-week, two-phase training program. The first phase consisted of a series of workshops in which counselors actively experienced the counseling training model with an emphasis on employment skills. The second phase provided staff assistance to counselors as they implemented program concepts into counseling activities. Research focused on the effectiveness of the model on the self-perceptions and the job-seeking skill of clients in the counselors' home setting. Significant outcomes included (1) a training program in peer-counseling and employment-skills servicing to the needs of adult counselors and community-based agencies such as CETA (Comprehensive Employment and Training Act), OIC (Occupational Information Centers), public employment service, etc.; (2) better equipped counselors able to deal with clients in group settings; (3) a peer-counseling model based in community agencies that effectively meets the clients' employment-related needs; and (4) an effective peer counseling handbook containing approaches and activities pertinent to the clients' needs. (Pre-test instruments, evaluation forms, and other related project forms are appended.) (Author/BM)

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ED174758

Final Report

Project No. 498AH70274
Grant No. G007703028

DEVELOPMENT AND RESEARCH FOR COMPREHENSIVE COMMUNITY-BASED GUIDANCE, COUNSELING, PLACEMENT AND FOLLOW-THROUGH ASSISTANCE INVOLVING PEER COUNSELING AND EMPHASIZING SPECIAL NEEDS GROUPS

Glassboro State College

Glassboro, NJ

The research reported herein was performed pursuant to a Grant No. G007703028 with the Office of Education, US Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

US DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Occupational and Adult Education

CE 021 358

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PROJECT ABSTRACT

The purpose of the project was to adapt and apply a model to train counselors in techniques that combine the principles of peer counseling and career counseling. The project seeked to study the effectiveness of this model by monitoring the applications of those techniques by the participating counselors in their counseling settings.

Thirty counselors participated in a sixteen week, two phase training program. The first phase consisted of a series of workshops in which counselors actively experienced the peer counseling training model with an emphasis on employment skills. The second phase provided staff assistance to counselors as they implemented program concepts into counseling activities. Research focused on the effectiveness of the model on the self-perceptions and job seeking skill of clients in the counselors' home setting.

Significant outcomes of this project included: 1) a training program in peer counseling and employment skills servicing to the needs of adult counselors and community-based agencies such as CETA, OIC, public employment service, etc.; 2) better equipped counselors able to deal with clients in group settings; 3) a peer counseling model based in community agencies that effectively meets the clients' employment-related needs, and 4) an effective Peer Counseling Handbook containing approaches and activities pertinent to the clients' needs.

I. INTRODUCTION

The Office of Career Education is a five-year old service department of Glassboro State College. It is a community-oriented service department of the college which specializes in four areas of the fields of Vocational and Career Education:

1) Teacher training (pre- and in-service)
2) Development of curriculum, handbooks, and other materials
3) Technical assistance in evaluation and communications
4) Training and technical assistance to community agencies

The Office of Career Education works with school districts, county education offices, and community and government agencies in seven counties in South Jersey. Both through a regular series of off-campus graduate courses, and through federal and state grants the Office has trained over 2000 people in Vocational and Career Education.

Both because of its own role it is evolving largely due to its community service posture and mission, and because the fields of Career and Vocational Education are in a state of transition, the Office is always searching for new ways to serve the schools and the community and to meet emerging needs. Emerging needs and programs with potential to meet those needs are identified through regular contact with people served, literature reviews, and monthly meetings of the South Jersey Career Education Consortium, an informal group of people from 7 counties who are involved in Career Education. It includes representatives from schools, colleges, CETA prime sponsors, community agencies, business, and labor.

The most prepossessing and evident community problem has continued to be unemployment and underemployment. One specific and major programmatic need related to the employment problem was that of the coordination, management, and utilization of resources that could work or were working on the problem. Several specific factors were identified as contributing to this need:

1) While CETA has grown like Topsy, it has grown in response to quantitative demands that keep outstripping its resources. New staff often do not have adequate preparation for all of the dimensions of their roles, such as counseling, and they do not have sufficient time per client to conduct effective, continuous one-to-one counseling.

2) The orientation of CETA, and many of vocational education programs, is toward training rather than toward affective development or a career development framework within which training properly fits.

3) Many people with employment needs or objectives have contact with community or government agencies other than CETA. Often their "presenting problem" is not employment, or else they are simply more familiar or comfortable with some other agency. Yet the staff of those agencies are rarely trained in employment-related areas, especially counseling. Nevertheless, they must deal with such areas both because the employment-related areas are independent with other problems with which they can appropriately deal, and/or because they know that to deal with people effectively is to deal with them holistically.

At the same time, a technique called "Peer Counseling" was emerging in the literature that seemed to have potential applicability to these problems. The advantages of peer counseling are that:

1) it recognizes and capitalizes upon the primacy of peer influence in interpersonal interactions and development,

2) it helps people to help themselves as well as others, increases the chance that they will become more self-reliant and self-sufficient,

3) it frees professional time to be used more efficiently elsewhere, such as on particular or severe individual problems and,

4) it has a multiplier effect on the social and community resources available in relation to employment.

Yet while the literature was very favorable about peer counseling as a process model, the contexts in which it had been tried seemed limited in scope. It seemed not to have been tried in a community-based, employment-related context.

Hamburg and Varenhorst (1972), in the secondary schools of Palo Alto, California, trained high school students to function in a counseling role with other students having adjustment problems. In this role, the peer counselors helped student participants with personal problems, with improving social skills, with finding jobs and with a variety of other concrete problem areas. Vriend (1969) in Detroit, Michigan, made an attempt to improve the academic performance of low-performing inner city high school students. Achieving students were trained to function as peer leaders in groups of

low-performing students. In the counseling sessions peer leaders focused mainly on supporting achievement-oriented attitudes and behavior. The findings demonstrated that achieving students can be trained to function as peer leaders and that can be successful in helping low-performing students to develop attitudes and behavior that improve school performance.

A somewhat different, yet related study was done by Beier and others (1971) to determine the efficacy of a community's self-help efforts. The study took place in Susanville, California. Adult residents and high school students were trained to work with families having adjustment problems. They received seven weeks of training based on a communication model. All members of the family were assumed to contribute to the problems presented. In the counseling sessions, trainees focused on interrupting the reinforcement patterns which maintained to family's difficulties. The findings showed that lay members of a community can be trained to function as counselors and that they can successfully help families to deal more effectively with their adjustment difficulties.

The peer counseling models which have been successful with college students are: Zuaker and Brown (1966), Mattson (1970), and Ware and Gold (1971). The programs dealt with students having adjustment problems and with inner city youth entering the academic environment. The model was also successful in sensitizing school personnel in the primary prevention of alcohol abuse, Simeone and Klaczynska (1976).

Moreover, a review of funded projects on career counseling, guidance, placement services showed that a majority of these projects were primarily school-based and primarily served students at the secondary and postsecondary levels. Involvement with the community was limited and mostly such involvements were confined to business, labor, industry and parents, on matters related to placement, field trips, resource speakers, volunteer workers, etc. To mention a few, projects like the Cooperation for Careers at Centrolia College, Washington, the Cooperative Rural Career Guidance System developed by Northern Michigan University, and Cooperative Rural Career Guidance at the Center for Vocational Education, Ohio State University have built-in linkages between schools and the community. No existing projects could be found that incorporated the two features, peer counseling and using adults as volunteer counselors and trainees for the community itself.

Both the literature and local needs pointed to the desirability of trying out the peer counseling process as it might apply to employment problems and in a community-based delivery system. A project funded under Part C of the Vocational Education Act for 1977-78 gave Glassboro State College an opportunity to try such an approach in cooperation with CETA and other community agencies.

II. OBJECTIVES

1) To adapt and apply a model to train counselors in techniques that mesh the principles of peer counseling and vocational counseling, and

2) To study the effectiveness of this training model by monitoring the applications of those techniques by the trained counselors in their existing settings.

In the service of these major objectives, it had the following Process Objectives:

1) To recruit service staffs from existing community centers who qualify as peers of the clients served by those centers.

2) To train the volunteering staff members in a combination of vocational and peer counseling techniques, in the context of a formal training period and a follow-up internship type of monitored application of these techniques.

3) To monitor and study the effect of the training, as judged by the satisfaction and performance of the trainees, and the feedback from counseling clients.

III. APPROACH

A. Preliminary Activities

1. Literature Search - The intent of this literature review was to gather and evaluate materials that the training staff could utilize in the development of a curriculum for the training workshops. Traditional literature dissemination networks were searched as were listings of relevant funded programs. This search turned up a myriad of diverse documents out of which the staff selected and adapted the materials used in the training program.

2. Preparation of Materials - The project staff utilized their experience in the fields of career guidance, counseling, affective education and career education to develop goal statements, a tentative agenda for the workshop and extensive lists of activities aimed at satisfying the stated goals. The structured activities were subjected to criteria that aimed at assessing their applicability to the workshop goals, their enjoyability, and their ease of application. New activities developed elsewhere were revised and adapted for use in the program. In all, over fifty separate structured group activities were planned for the workshop.

3. Administrative details - Since the workshop was to be offered for academic credit by Glassboro State College the program syllabus was submitted to the appropriate academic committee for review and approval. The program was approved for 3 hours of undergraduate credit in Counseling Education. A suitable room was reserved for the duration of the workshop, and necessary paperwork was completed to work the program into the Glassboro State College administrative system.

4. Recruitment - A solicitation brochure was prepared and sent out to over 150 community social service agencies in the South Jersey, Southeastern Pennsylvania areas who offered career counseling to adult or out-of-work youth. Press releases were distributed to local newspapers, and personal contact with key personnel throughout the area was made by project staff.

   70 responses were received by project staff and 30 applicants were accepted for participation in the program.

5. Registration - The first difficulties encountered in the project occurred on the first night of the workshop. Although maps and instructions were enclosed in a registration packet mailed prior to the meeting, the location of the meeting place caused a great many severe problems among participants who eventually found it. The weather also contributed to the difficulty. Heavy rain and strong winds created travel hazards and tended to discourage people who had to travel significant distances to attend the workshop (in some cases 50 miles round trip). These factors served to limit the first night's enrollment to 17 participants. The demographic breakdown was as follows:

   Community Service Agencies - 6 participants
   Educational Institutions - 7 participants
   State/Local Agencies - 4 participants

6. Workshop Schedule - The Peer Counseling segment followed this schedule:

   Session 1 (Dec. 9) - Friday Evening
   Session 2 (Dec. 10) - Saturday Morning
   Session 3 (Dec. 10) - Saturday Afternoon
   Session 4 (Dec. 11) - Sunday Morning
   Session 5 (Dec. 11) - Sunday Afternoon
   Session 6 (Dec. 13) - Tuesday Evening

   The Employment Skills Training segment followed this schedule:

   Session 1 (Jan. 3) - Tuesday Evening
   Session 2 (Jan. 10) - Tuesday Evening
   Session 3 (Jan. 17) - Tuesday Evening
   Session 4 (Jan. 24) - Tuesday Evening
   Session 5 (Jan. 31) - Tuesday Evening
   Session 6 (Feb. 4) - Saturday all day

B. The Training Program

As shown above, project participants took part in a two-phase formal training program. The first phase focused on Peer Counseling and the second on Employment Skill Training. These two components were interwoven throughout the training program to emphasize the close relationship between the two in the counseling of unemployed and underemployed adults.

Employment skills in the broadest sense consist of a whole constellation of abilities and attitudes that enable a job seeker to find and to approach the potential employer with confidence and enthusiasm. One of the

main failings of existing job counseling programs centers on their inability to foster these qualities in their constituents. It is not enough to inform an unemployed adult where to look for work and how to fill out an application if that person carries a painfully weak self-image. The challenge to which this project addressed itself was the training of counselors in techniques to enable them to help their clients approach the job search with a strong self-concept and a sense of control and strength.

The Peer Counseling portion of the project centered on such areas as building self-confidence, developing a positive self-image, examining personal and career goals, building a better understanding of others, developing communications skills, and examining the quality of the relationships in our lives.

Workshop participants learned Peer Counseling techniques by taking part in one model of the program. They then adapted this model to suit their own counseling needs.

In its design, Peer Counseling makes prominent use of positive reinforcement as modeled in the Achievement Motivation Program and communication concepts patterned after work done by Dr. Thomas Gordon in Parent Effectiveness Training. It consists of a structured series of educational experiences that focus on the strengths and potentials of the program participants. A primary goal is to enable the people participating to gain and to strengthen their own awareness of their strengths, constructive aspects of their life styles and who they are. Since people commonly think of themselves as they think others think of them, this becomes an important part of the program. Peer Counseling helps people assess the impact that they are having on others and supports them in building a more constructive and positive self-concept.

The program is structured in a series of group sessions which focus on getting acquainted, building trust, caring, and promoting openness in the participants. Each session consists of four elements:

1) Goal Setting - Through setting goals and meeting them, self-confidence and a sense of success are built. This also provides a framework for achieving relationship goals later in the project.

2) A Primary Task - This is the major task for each meeting and may focus on building self-image, improving communication skills, or clarifying personal value systems as they relate to self-perception and relationships.

3) Basic Concepts - Usually presented in mini-lecture style, these are designed to be a description of some of the factors involved in building relationships.

4) Skill Development - This is usually built into the primary task as well as other transactions among members. Focus is on listening, self-disclosure, and various applications of these skills.

1. The Employment Skill Training Aspect

In addition to this affective dimension, the project seeks to provide participants with information on employment skills that will prove immediately useful to their clients in their search for employment.

This component consists of information organized into the following topics:

1) The World of Work: Its Scope, Diversity, and Complexity

2) Sources of Occupational Information

3) Sources of Employment Assistance

4) Work Values, Attitudes, and Habits, and Job Retention

5) Self-Concept and Self-Development

6) Decision-Making, Changing Careers, and Career Mobility and Advancement

7) Lifelong Learning and Continuing Education

8) Job-Seeking Approaches

9) Writing a Resume

10) Filling Out Applications and Writing Letters of Inquiry and Application

11) Understanding and Taking Tests

12) Interview Techniques

13) Advancing in a Job

Since this course was competency-based the nature of the classes was learning by doing, rather than learning by listening as is traditional classroom instruction. The aim of course design was to

develop, not discuss, job acquisition, self-assessment, decision-making, work habits, and other practical skills that lead to employment for adults.

2. On The Job Applications

Upon completion of the first eight-week phase of training program, participants began another eight-week period in which they were to implement Peer Counseling techniques and Employment Skills information in their own counseling activities. The project staff was available to assist in this effort throughout the implementation period. This assistance included helping participants organize their counseling activities in a manner that most effectively utilized the concepts learned. It also involved consultation with participants regarding problems arising in their counseling activities.

C. Continuing Activities

Although federal funding for this project has terminated, there are certain project activities which we continue to implement, among them are:

1. Providing technical assistance to counselors who have participated in the peer counseling and employment skills training program, particularly in the implementation of the peer counseling model at their own particular counseling situations.

2. Collecting feedback information from counselors and clients regarding the effectiveness and appropriateness of the peer counseling technique and activities.

3. As the need arises, to schedule and offer similar training programs to other counselors in Southern New Jersey. For instance, there is a plan to schedule a workshop this summer or fall.

IV. EVALUATION

The evaluation plan was focused on the following aspects of the project.

1. Effectiveness of the training program

2. Effectiveness of the Peer Counseling model in employment-related, community agency settings

3. Pertinence and adequacy of the accompanying materials, especially The Peer Counseling Handbook developed by the project in conjunction with the training program.

The training sessions themselves were evaluated in two ways: (1) a pre- and post-test consisting of simulated case studies of individual unemployed and underemployed adults requiring written reactions from the participants outlining the approach they would take, and (2) written and oral feedback from participants, both formative and summative.

The effectiveness of the model in community settings was to be evaluated by the self-reports of the trained counselors, and by anonymous feedback forms to be filled out by the clients of those counselors after they had been involved in peer counseling sessions.

The handbook was evaluated by direct feedback from project participants, by internal staff review based on the progress of the training sessions, and by feedback from others who received the Handbook through project dissemination. The feedback from project participants took two forms. First, most of the activities included in the Handbook were tried out in a simulated way as part of the training sessions, and evaluated as part of the session. Only activities approved by the group were included in support of the on-the-job applications phase of the project and their feedback was solicited.

V. OUTCOMES

Based on the evaluation activities described above, the following outcomes were achieved:

1. The training program is effectively structured and pertinent to the needs of adult counselors in community-based agencies, such as CETA, OIC, etc., judging from the program's retention rate (100%), the pre- and post-test results, and the feedback from the counselors.

2. The counselors were better equipped to deal with their clients in group settings, and they were comfortable in using peer counseling approaches and activities in employment-related counseling sessions, judging from self-reports.

3. The Peer Counseling model is workable in community-based agencies, and effective in meeting the employment-related needs of the clients of those agencies, judging from the feedback from the counselors themselves.

4. The handbook is an effective counselor aid for peer counseling approaches in community agencies, and the activities it contains are pertinent to client needs.

One aspect of the evaluation plan was not completed. Despite repeated follow-up requests, project staff were able to get only two of the trained counselors to have their clients fill out the anonymous feedback form designed for them. The results from those clients were unexceptionally positive, but they do not serve as an appropriate basis for definitive conclusions about the effectiveness of the counseling from the client's point of view. Peer counseling evaluations are, however, effective in training counselors who are peers. Judging from this fact and from the reports of the counselors who used the techniques, it may well be effective also in counseling done by those so trained. In fact, one of the counselors who completed the training and who was self-described as underemployed attributed to the program the credit for his success in finding a more fulfilling job shortly after he completed the training.

VI. RECOMENDATIONS

Considering what worked and what didn't, project staff recommend the following to community agencies contemplating the use of Peer Counseling techniques:

1. An intensive, well-structured training program should precede adoption of a Peer Counseling approach to build counselor confidence and familiarity with the approach.

2. The training program should be largely hands-on and simulation to give counselors experience with the model, especially considering its process nature.

3. A handbook of peer counseling activities should be provided, but it should include only activities familiar to and approved by the counselors who will be using those activities.

4. Someone to whom the counselors are responsible should make sure the counselors use formative evaluation techniques themselves, especially those incorporating client feedback, to insure the appropriateness of the model to those clients and the effectiveness of the counselor in implementing the model.

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FOR FURTHER INFORMATION CONTACT:

Michael J. Simeone
Career Education Coordinator
Office of Career Education
Glassboro State College
Glassboro, NJ 08028
(609) 445-6213

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Deadline for applications is:

November 28, 1977

COUNSELORS

CAREER ADVISORS

SOCIAL SERVICE WORKERS

ANNOUNCING

A SERIES OF WORKSHOPS

ON

PEER COUNSELING

AND

EMPLOYMENT SKILLS TRAINING

Sponsored by the
OFFICE OF CAREER EDUCATION
GLASSBORO STATE COLLEGE

ARE YOU . . .

-involved in career counseling or guidance?

-interested in developing competence in group counseling?

-concerned about the poor self-images and weak job seeking skills of your clients?

-interested in earning academic credit while learning a new approach to counseling?

YES? Then you will be interested in a program offered by the Office of Career Education at Glassboro State College

WHO CAN PARTICIPATE?

Anyone who is currently employed in career counseling. Priority will be given to counselors of adults and out-of-school youths.

WHAT IS THE COST OF THE PROGRAM?

There is no tuition charge for participation. A $10 registration fee must accompany your application.

WHERE AND WHEN?

The program will be held on the main campus in Glassboro, New Jersey. The workshop schedule is as follows:

Friday, Dec. 9 -- 7-10 PM
Sat., Dec. 10 -- 9-5 PM
Sun., Dec. 11 -- 9-5 PM
Tues., Dec. 13, 20 -- 7-10 PM
Tues., Jan. 3, 10, 17, 24, 31 -- 7-10 PM
Sat., Feb. 4 -- 9-5 PM

WHAT IS THE PROGRAM?

Under a grant from the US Office of Education, Glassboro's Office of Career Education is offering counselors the opportunity to learn a new model of group counseling along with information on employment skills.

The intent of the program is to teach a counseling model that attempts to enhance a client's self-concept and in addition, gives him/her employment skills that will be immediately helpful in the job search.

The program is organized into two distinct parts. The first is a series of 11 workshops (48 total hours) in which counselors will actively participate in the PEER Counseling program and acquire the employment skills training that they will eventually offer to their clients. The second part provides staff assistance while counselors begin to implement the PEER Counseling techniques into their work setting. Each part of the program lasts about 8 weeks.

Participants will be granted 3 hrs. of academic credit or Continuing Education credit upon successful completion of the program.

A-2

Enrollment is limited to 30 participants

PEER COUNSELING AND EMPLOYMENT SKILLS TRAINING

Application

Fill out and return with your $10 registration fee to:

Michael J. Simeone
Office of Career Education
Glassboro State College
Glassboro, NJ 08028

Name _____ Phone _____
Address _____ (Home)
_____
Employer _____ Phone _____
Address _____ (Work)
Position _____

Deadline: November 28, 1977

State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

OFFICE OF CAREER EDUCATION

PRESS RELEASE

November 2, 1977
For release: Immediately

For further information contact:
Lynn Dauphars, Public Relations Director
Home Phone: (609) 845-2977
Work Phone: (609) 445-6211

GLASSBORO, N.J. -- Under a grant from the U.S. Office of Education, Glassboro State College's Office of Career Education is offering counselors the opportunity to learn a new model of group counseling along with information on employment skills.

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The program is organized into two distinct parts. The first is a series of 11 workshops (48 total hours) in which counselors will actively participate in the PEER Counseling Program and acquire the employment skills training that they will eventually offer to their clients. The second part provides staff assistance while counselors begin to implement the PEER Counseling techniques into their work setting. Each part of the program lasts about eight weeks.

Participants will be granted three hours of academic credit or Continuing Education credit upon successful completion of the program.

PEER COUNSELING-(cont.)

Enrollment is limited to 30 participants. For further information, please contact:

Michael J. Simeone
Office of Career Education
Glassboro State College
Glassboro, N.J. 08028
(609) 445-6213

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State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

OFFICE OF CAREER EDUCATION

Dear Colleague:

We are very happy to receive your registration application for our "PEER Counseling and Employment Skills Training Program." Because of the limited number of people that we can accommodate in the program, we need more information so that participants can be chosen according to the criteria stated in the brochure.

Please complete the form below and return it to me as soon as possible.

Cordially,

Michael J. Simeone
Career Education Coordinator

MJS/kal

Name: _____

Address: _____ Home phone: _____

_____

Employer: _____

Address: _____ Work/Office phone: _____

_____

Position: ☐ School Counselor ☐ Social Worker

☐ Counselor in community agency ☐ Other (name) _____

Clients: ☐ In-school youth (16-21) ☐ Adults (over 21)

☐ Out of school youth (16-21) ☐ Other (name) _____

Briefly describe your job: _____

_____

State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

OFFICE OF CAREER EDUCATION

Dear Workshop Participant:

I am pleas[illegible]co notify you that you have been accepted for enrollment in our PEER Counseling and Employment Skills Training Program.

Enclosed you will find a map that should aid you in finding the workshop. The building we will be using is number 9, Carriage House on the campus map. Please park in the adjacent lot and display the enclosed parking permit in your car window.

The workshop is scheduled to begin at 7:00 on Friday evening, December 9. Please be prompt and dress casually. I am looking forward to meeting you and am hopeful that you share my enthusiasm that the workshop will be an enjoyable and professionally rewarding experience.

Do not hesitate to notify me if you have any questions or last-minute concerns.

Sincerely,

Michael J. Simeone
Career Education Coordinator

MJS/kal

Enclosures

Program Syllabus

PEER Counseling and Employment Skills Training

The program is organized into two distinct parts. The first is a series of 11 workshops (48 total hours) in which students/counselors will actively participate in a PEER Counseling program and will acquire the employment skills training that they will eventual offer to their clients. The second part provides staff assistance while students/counselors begin to implement PEER Counseling techniques into their work setting. Each part of the course lasts about 8 weeks.

Participants will be granted 3 hours of academic credit or continuing education credit upon successful completion of the program.

The following outline refers to the workshop portion of the program and will be adapted to the specific characteristics of the group eventually enrolled in the program.

I. Self-Awareness

A. Goals: To enable individuals to:

1. Increase their self-awareness

2. Understand their strengths, weaknesses, interests, personalities and needs

3. Recognize the relationship between personal characteristics and career choice

B. Objectives: At the conclusion of the program, participants will be able to:

1. Identify and appreciate differences and similarities between themselves and their peers

2. Recognize their interests and needs and identify activities that meet them

3. Develop methods of utilizing their personal strengths

4. Identify alternative life-styles and clarify their own life-style preferences

5. Identify occupations that help them realize all of the above characteristics

C. Activities: Eleven workshop hours will be devoted to mini-lectures, films, simulations, group activities and individual exercises in which participants will focus upon themselves and relate their personal qualities to potential careers

II. Values Clarification

A. Goals: To enable individuals to:

1. Recognize the importance of values in their lives

2. Clarify their personal values

3. Assess the relationship of values to career planning

B. Objectives: At the conclusion of the program, participants will be able to:

1. Identify and share their personal values

2. List and describe values that are of major importance in the world of work

3. Recognize points of conflict between their personal values, the values of others, and work values and develop strategies for dealing with these conflicts

4. Identify occupations that most readily accommidate their personal values

C. Activities: Eight workshop hours will be spent on mini-lectures, films, games, group activities and individual exercises in which the whole realm of values will be explored.

III. Goal Setting and Decision-Making

A. Goals: To assist individuals in:

1. Relating their personal values to goals

2. Learning to work with others in the attainment of group goals

3. Recognize the need for long-term planning in achieving career goals

4. Understanding the decision-making process specifically with regard to career planning.

B. Objectives: At the conclusion of the program, participants will be able to:

1. Develop a strategy for setting and achieving short-range goals

2. Identify internal and external obstacles to goal-setting and achieving and develop strategies to deal with these obstacles

3. Identify appropriate personal behavior that promotes the setting and achieving of group goals

4. Apply a decision-making model to their long-term career plan

C. Activities: Six workshop hours will be devoted to mini-lectures, films, simulations, group activities and individual exercises in which participants will explore and acquire skill in setting and achieving goals and work through the decision-making process.

IV. Acquiring and Using Information

A. Goals: To help individuals to:

1. Recognize the importance of reliable information in career planning

2. Identify sources of career information

3. Evaluate information using certain criteria

4. Utilize information in planning their careers

B. Objectives: At the conclusion of the program, participants will be able to:

1. Know where various sources of occupational information can be obtained

2. Evaluate information based on the following criteria:

a. Intelligibility

b. Accuracy

c. Currency

3. Relate reliable occupational information to career choices using sound decision-making processes

4. Utilize the resources of the community as information aids in the career decision-making process

D. Activities: Six workshop hours will be spent on mini-lectures, audio-visual presentations, simulations, group activities, and individual exercises that will enable participants to identify and gain experience in utilizing information sources.

V. Communicating

A. Goals: To help individuals to:

1. Recognize the difference between one-way and two-way communication

2. Develop reflective listening skills

3. To gain skill in written communication related to career planning (e.g. letters of application and resumes)

4. Develop interviewing skills

5. Assess their personal impact upon other people

B. Objectives: At the conclusion of the program, participants will be able to:

1. Demonstrate two-way communication and reflective listening skills in role play situations

2. Write effective letters of application and informative resumes

3. Identify strengths and weaknesses in simulated interview situations

4. Recognize effective interpersonal communication

C. Activities: Nine workshop hours will be devoted to mini-lectures, demonstrations, role-playing, group and individual activities that focus on the acquisition and application of communication skills.

VI. Effective Employment

A. Goals: To assist individuals to:

1. Explore ways of attaining satisfaction and meaning from work

2. Identify institutional barriers that inhibit the realization of work goals

3. Analyze their role as an employee

4. Identify those factors that contribute to increased effectiveness and efficiency on the job

5. Learn ways of adapting to changing situations

6. Design and implement strategies for self-renewal

B. Objectives: At the conclusion of the program, participants will be able to:

1. Distinguish between institutional barriers and those originating within themselves

2. Devise strategies for overcoming these barriers

3. Provide examples of how interpersonal techniques affect working relationships

4. Analyze their current working relationships in school, home, and work environments

5. List those factors that contribute to effectiveness and efficiency on the job

6. Develop strategies to enhance their own effectiveness and efficiency on the job

7. Develop a long-term plan for self-renewal and personal growth

C. Activities: Eight workshop hours will be spent on a variety of group activities and individual exercises that will enable participants to analyze and plan effective employment strategies.

Evaluation

We plan to incorporate a number of evaluation components throughout the course of the program. Evaluation for the purpose of grading will rest upon the successful completion of the program by participants. The evaluation components are as follows:

I. Workshop

a. Pre and post tests for each participant

b. Staff consultation with each participant during and at the conclusion of the workshop

c. Self-evaluation both through a journal kept by participants throughout the program and at specific intervals decided upon by the staff.

d. Demonstration of competence after each topic area based upon the objectives for each area

e. An evaluation of the workshop and staff midway and at the conclustion of the workshop

II. Implementation stage

a. Evaluation through observation by staff of participant's success in implementing the program in his/her work setting

b. Evaluation of implemented program by participant's clients

c. Self-evaluation of participants

PEER COUNSELING WORKSHOP

Name: _____ Age: _____
Last Name First Name MI

Mailing Address: _____
Street Number Street

_____
Town/City State Zip Code

Highest Degree Earned: _____

If currently employed:

Name and Address of Employer: _____

_____

Your position: _____

Number of Years in Present Position: _____

Are you currently involved in counseling and placement activities? Yes__ No__

If so, what percent of your time is spent in actual counseling and placement activities?

____80-100% ____60-79% ____ 40-59% ____Less than 39%

Please check the types of clients that you often counsel or assist in job placement.

____a. Young men and women seeking employment for the first time
____b. Mothers reentering the labor market
____c. Unemployed and/or displaced persons
____d. Minority groups
____e. High schools students
____f. College students
____g. Disabled/Handicapped Persons
____h. Other (specify) _____

List and describe briefly any previous structural group experience.

What is (are) your primary purpose(s) in attending this workshop?

What do you hope to learn from this workshop?

(list additional comments on back)

GOALS FOR THE PEER COUNSELING AND EMPLOYMENT SKILLS TRAINING PROGRAM

I. Affective Roles

1. To create group identity and to foster individual membership in the group.
2. To enable individuals to choose a level of self-disclosure that enables them to receive help in classifying career goals.
3. To emphasize an individual's self-concept by providing an atmosphere of non-threatening group acceptance.
4. To enable individuals to classify their personal values about relationships and life goals.
5. To create a vehicle for individuals to assess their needs and abilities.
6. To give individuals an opportunity to identify and experience their emotions.
7. To increase an individual's self-acceptance by increasing his/her awareness of his/her strengths or potentials.
8. To assist individuals in identifying areas of in personal conflict and to provide experience in managing them.
9. To help individuals become aware of various roles that they play in their lives and to assess the impact of their roles on others.
10. To put trust in relationships.

II. Cognitive Roles

1. To develop skills in verbal and non-verbal communication.
2. To develop reflective skills and skills in using "I" messages.
3. To use a process that identifies personal needs and abilities.
4. To identify potential career areas for utilizing information gained through personal needs assessment.
5. To identify and utilize appropriate career information sources.
6. To develop and write a goal brief.
7. To develop a personalized job search strategy.
8. To apply a decision making process model.
9. To learn goal setting procedures and evaluations.
10. To use a group as a support for the job search.

(Pre-test A)

1 - College Level

Carole is a junior in college and is having a difficult time deciding on a major. She has taken a variety of courses and likes biology, chemistry and psychology best. She does well in all her courses and values academic achievement. At one time, Carole was considering medical school, but has difficulty making that kind of commitment. She also knows that someday she will want a family and that spending time with her family will be important to her.

In addition to academic interests, Carole likes to go camping and to play tennis. She loves to travel and hopes to be able to travel more in the future. For relaxation, she frequently enjoys listening to classical music or going to a play. She has not been too active in campus clubs as she would rather spend the time with her closest friends.

Last summer, Carole worked in a city recreational/school program for underprivileged children. She got a great deal of satisfaction working with the children and helping them learn. Carole also worked in a fast-food restaurant on a part-time basis while she was in high school, but she didn't like the pressure to serve people so fast and impersonally.

Carole is quite confused. Her friends all have chosen majors, and the fact that she has not, bothers Carole. She also knows that she will need to decide on a major soon if she intends to graduate with her class.

(Pre-test B)

2 - Unemployed Adult

John is a skilled mechanic. Until recently he was employed in a garage that maintained a fleet of cars for a local company. When that company went out of business, the garage was forced to cut back and John found himself out of work. John viewed this problem with mixed feelings. Although he had been working as a mechanic for five years, he has always felt that he was forced into that vocation by force of circumstance rather than through any real decision of his own. Now, although he doesn't really miss the noise and grease of the garage, he still needs the income to support his family.

As a member of a minority group he realizes that certain problems exist in choosing certain careers, but he is optimistic that his personality and the high grades that he received in high school will enable him to land a job more suitable for him.

In discussing his future plans with his wife, John pointed out that his most enjoyable moments at work came when he was explaining the repairs that he had done to the sales people who used the cars. He even enjoyed the pace of tight deadlines and the challenge of hunting out problems and planning his strategy to remedy them. He really doesn't know where these abilities will lead him, but he does know that he must make a choice soon, before he goes under financially.

(Pre-test C)

3 - Special Needs

Paul was a traveling salesman before his accident. Now after a year of hospitalization and therapy he finds himself confined to a wheelchair and his former employer is less than enthusiastic about having him rejoin the company. As he ponders his options, he is thankful that he is not really pressed for money, at least in the short term. He regrets now that he never finished college, leaving in his junior year to get a job and get married. But then again, how would he ever use his major in History for a career?

John knows the kinds of things that appealed to him when he was selling, but it certainly wasn't the long trips, hotels and restaurant food. No, it wasn't the traveling that he enjoyed but the challenge that came from turning a disinterested client into a customer. He liked the preparation that gave him the opportunity to research companies and then in turn convince the client that his product could help solve specific problems. That was all good, but even more attractive was the sense of control that he had in planning his own day and setting his own pace. This gave him time to do the fishing and hunting that he loved so much.

What now? How can he parlay the skills that he does possess into a job that won't tie him to a desk 9 - 5 everyday. He would like to make a decision now before the sense of helplessness that has gnawed at him since the accident becomes overwhelming.

(Pre-test D)

4 - The Dropout

David is a school dropout. It is a label that he has carried through the 27 years of his life and the ten-odd jobs that he has held since high school. If David were asked to describe the skills that he has acquired over the years, he would have difficulty; preferring instead to list the low-level manual labor and "go-fer" jobs he has held. Never good at schoolwork, he decided early that a place on the football and basketball teams did not compensate for the interminable hours he spent looking at the clock in class. He left school because a $75 a week delivery job gave him the money he needed to enjoy himself.

David has an attractive personality and a sincere, outgoing manner that has enabled him to land the jobs that he has held, but lately he is becoming moody and hostile, especially after partying on weekends. He is beginning to worry about his future and the fact the woman that he wants to marry is making twice as much money as he does. That is, before he was layed off six weeks ago.

It seems that David's only real satisfaction comes from the pick-up games of football and basketball that he plays with the kids in the neighborhood. The kids he plays with are much younger than he and many look up to him. He can still run with the best of them.

The slow drift of David's life has recently encountered a crisis when he was arrested for disturbing the peace and resisting a police officer during a spree. One of the conditions of his probation is that he find and hold a job. He would like to begin to gain some control over his life. He's scared.

(Pre-test E)

5 - A Woman's Home Career Conflict

Phyllis is a 36 year old, married, and the mother of two school-age boys. She has been married for 15 years. Her formal education terminated after the completion of one year of college at which time she made the decision to marry rather than to continue in school. The bulk of her married life has been devoted to her married life.

Her husband holds a Master's Degree and occupies a professional position at a university. The job requires much traveling. Now that her husband is away quite a bit, she has much time at her disposal. She often expresses boredom with her present predicament.

For the past two years, much of her spare time has been spent doing volunteer work in a local day care center. She has, on several occasions, expressed the desire to finish her graduate work, but has been reluctant to use family income for this purpose. In fact, her husband's unwillingness to support a move on her part has been a major source of conflict between them. The situation has gotten even worse since she decided on her own to continue work toward her Bachelor's Degree.

She is happy in her venture but often expresses doubts about whether she will be able to finish and become gainfully employed as a grade school teacher or the Director of a child care center, the latter her lifetime ambition. Her main concern is whether she will be able to go to school without alienating her family. Other problems which concern her are her ability to compete with younger students, the status of a job market for persons of her age group when she completes her degree and whether her husband will allow her to enter the work force.

PEER COUNSELING AND EMPLOYMENT SKILLS TRAINING

1 - Excellent
2 - Good
3 - Average
4 - Poor
5 - Very Poor

ACTIVITIES	Clarity	Effectiveness	Enjoyability	Compatibility @ Program goals	Compatibility @Personal goals	Comments
SESSION 1 (Friday Evening)						
1. Name Game.....						
2. Lemons.....						
3. Goal Setting.....						
SESSION 2 (Saturday, a.m.)						
4. Affinity Search.....						
5. Getting to Know You.....						
6. Communication With Person Like Yourself.....						
7. Discussing a Critical Event With Someone.....						
8. Unlike Yourself Childhood Fantasy.....						
SESSION 3 (Saturday, p.m.)						
9. Rasmussen Triangle.....						
10. Rumor Game.....						
11. Hearing What We Wish to Hear.....						
12. The Old-Young Lady.....						
Session 4 (Sunday, a.m.)						
13. People Machine.....						
14. Non-listening.....						
15. Two Ships Passing in the Night.....						
16. Happy Hooker.....						
17. In/out Discussion Groups....						
18. Mime Emotions.....						
19. Non-verbal Telephone Game...						
20. Positive Focus Game.....						
Session 5 (Sunday, p.m.)						
21. Reflective listening (Demonstration, Pilot Story)....						
22. "I" Messages (Demonstration, Role Playing).....						

PEER COUNSELING AND EMPLOYMENT SKILLS TRAINING (CONT'D.)

1 - Excellent
2 - Good
3 - Average
4 - Poor
5 - Very Poor

ACTIVITIES (cont'd.)

	Clarity	Effectiveness	Enjoyability	Compatibility @ Program goals	Compatibility @ Personal goals	Comments
SESSION 6 (Tuesday Evening)						
23. Warm-up Activity.....						
24. Fantasy Trip.....						
25. Relationship Survey....						
GENERAL ACTIVITIES						
26. Journal.....						
27. "I Learned" Statements.						
28. "Where I Am".....						
29. Discussions & Follow-up						
30. Overall Organization of Workshop.....						

Do you feel that you are a member of the group at this point?
____Yes ____No ____Not Quite

ADDITIONAL COMMENTS

JOB COUNSELING AND EMPLOYMENT

SKILLS TRAINING

EMPLOYMENT ATTITUDES AND SKILLS

EVALUATION

Office of Career Education
Glassboro State College
Glassboro, New Jersey

1978

PLEASE PRINT

Name _____ Sex M F Age _____

Highest Education Attained _____

EMPLOYMENT ATTITUDES AND SKILLS EVALUATION

PART I DIRECTIONS: BELOW IS A LIST OF STATEMENTS ABOUT FEELINGS. IF A STATEMENT DESCRIBES HOW YOU USUALLY FEEL, PUT A MARK (X) IN THE COLUMN "LIKE ME". IF A STATEMENT DESCRIBES HOW YOU SOMETIMES FEEL, PUT A MARK (X) IN THE COLUMN "SOMETIMES LIKE ME". IF A STATEMENT DOES NOT DESCRIBE HOW YOU USUALLY FEEL, PUT A MARK (X) IN THE COLUMN "UNLIKE ME".

	LIKE ME	SOMETIMES LIKE ME	UNLIKE ME
1. I AM IMPULSIVE; DO THINGS WITHOUT THINKING	( )	( )	( )
2. I AM OPTIMISTIC (HOPEFUL)	( )	( )	( )
3. I AM A STICKLER TO RULES AND REGULATIONS	( )	( )	( )
4. I AM UNCOMFORTABLE WHILE TALKING WITH SOMEONE	( )	( )	( )
5. I AM SUBMISSIVE; DO NOT CARE TO BE IN CONTROL	( )	( )	( )
6. I SHRINK FROM FACING A CRISIS OR DIFFICULTY	( )	( )	( )
7. I SEEM TO BE NO ONE	( )	( )	( )
8. I AM DOMINATING; I LIKE TO BE IN CONTROL	( )	( )	( )
9. I AM SELF-RELIANT	( )	( )	( )
10. I AM TOLERANT	( )	( )	( )
11. I CAN LIVE COMFORTABLY WITH THE PEOPLE AROUND ME	( )	( )	( )
12. I FIND THAT MY HARDEST BATTLES ARE WITH MYSELF	( )	( )	( )
13. I MAKE STRONG DEMANDS ON MYSELF	( )	( )	( )
14. I WANT TO GIVE UP TRYING TO COPE WITH THE WORLD	( )	( )	( )
15. I FEEL APATHETIC	( )	( )	( )
16. I AM POISED (COOL, SMOOTH)	( )	( )	( )
17. I AM ALOOF (DISTANT, RESERVED PERSON)	( )	( )	( )
18. I AM DIFFERENT FROM OTHERS	( )	( )	( )
19. WHEN IN A MOB OF PEOPLE I FEEL A LITTLE BIT ALONE	( )	( )	( )
20. I FEEL INFERIOR	( )	( )	( )
21. I NEED SOMEBODY ELSE TO PUSH ME THROUGH ON THINGS	( )	( )	( )
22. I WORK WITHOUT CLOSE SUPERVISION	( )	( )	( )
23. I MAKE DECISIONS THAT ARE NOT MY OWN	( )	( )	( )
24. I AM ASSERTIVE	( )	( )	( )
25. I KNOW WHAT IS EXPECTED OF ME	( )	( )	( )

PART II Directions: Following are statements and/or questions related to career goals, preferences, values, and employability skills. To help us assist you in these various work-related areas, please respond to each item listed below to the best of your knowledge and feelings.

A. Write below a brief paragraph describing your personal career goals.

B. I most enjoy the following (check only one):

___Working outdoors

___Reading and thinking about solutions to problems

___Keeping records and doing computations

___Holding a position of power

___Teaching or helping others

___Working with my hands, using tools, equipment or apparatus

___Using my artistic talents

C. My greatest ability lies in the following area (check only one):

___Business

___Arts

___Science

___Leadership

___Human Relations

___Sports and/or recreation

___Mechanics

D. List or identify at least the three specific occupations which you would most prefer as your next job.

1. _____

2. _____

3. _____

E. Generally, most people select or prefer a job for certain specific reasons or factors such as those listed below. Please rank these seven factors based upon their importance to you in selecting a job. Write 1 for the most important factor, 2 for the next most important factor and so on.

___Interest and Satisfaction

___Advancement

___Salary

___Prestige

___Personal Goal

___Preparation and Ability

___Demand

(continued)

CONTINUATION PART II

F. List or identify three major sources of your career or job information.

1. _____

2. _____

3. _____

G. There are several methods a person can use to search effectively for a job. Some methods are more effective than others. Below are listed the methods which most people are likely to use. Rank them in their order of effectiveness. 1=being the most effective, and 2=the second most effective and so on.

___Public Employment Service

___Direct Application to Potential Employer

___Answer Want Ads

___Labor Unions

___Friends/Relatives

___Private Employment Agency

___School Placement Office

H. As a job seeker, name the first three steps you must take to prepare effectively for a job search.

1. _____

2. _____

3. _____

I. Name at least four steps that you must go through to prepare yourself prior to a job interview.

1. _____

2. _____

3. _____

4. _____

J. Most often it is necessary to submit a personal resume to prospective employers when applying for a certain type of job. Please list the five major categories of information you will include in a resume.

1. _____

2. _____

3. _____

4. _____

5. _____

11/3/77

Grant aids counseling workshop; scheduled to begin in December

by b. j. krajewski

The Career Education Department received a $48,491 federal grant under the Vocational Education Act, for a counseling and employment skills project, which will begin by early December.

The project involves an eight-week workshop for 30 non-professional counselors from the area, to be followed by an eight-week period in which the counselors will implement group counseling techniques for employment and career problems, Michael Simeone, career education coordinator, said.

The workshop will begin with an introductory weekend, followed by six consecutive Tuesday night sessions and will end with a wrap-up weekend.

Workshop participants will pay a $10 application fee; the balance will be paid by GSC.

The department will send out informational brochures about the project to various agencies in the area who employ counselors, such as YMCA, to attract participants.

A member of the department and a co-trainer will conduct the workshop in the same manner as the members will conduct their counseling sessions when they return to their jobs.

Workshop participants may receive three credits from the Adult and Continuing Education Department, Simeone said.

The Career Education department will research the results of the project by viewing changes in area employment figures and by receiving feedback from the counselors' clients, the coordinator said.

This follow-up information will be sent to College deans, career-related organizations and various newsletters.